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A CONCEPT OF A DEPARTMENT OF EDUCATIONAL ADMINISTRATION IN A PROFESSIONAL COLLEGE OF EDUCATION.

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THE ACADEMIC DEPARTMENT IS NOT APPROPRIATE FOR A PROFESSIONAL COLLEGE BECAUSE IT EXISTS TO INCREASE AND DISPENSE KNOWLEDGE, WHEREAS THE PROFESSIONAL COLLEGE EXISTS TO PREPARE STUDENTS TO PERFORM CERTAIN FUNCTIONS. COLLEGES OF EDUCATION SHOULD FUNCTION IN HARMONY WITH ACADEMIC DEPARTMENTS TO PREPARE STUDENTS FOR WORK IN EDUCATIONAL INSTITUTIONS, TO CONTRIBUTE TO EDUCATION AS A BODY OF KNOWLEDGE, TO CONTRIBUTE TO LEARNING AND TEACHING IN INSTITUTIONS, AND TO PROVIDE LEADERSHIP IN EDUCATIONAL PLANNING. THE WHOLE OF EDUCATION AND THE TYPE OF PERSONS PRODUCED BY DEPARTMENTS ARE THE CONCERNS OF THE COLLEGE OF EDUCATION. THE EDUCATIONAL ADMINISTRATION DEPARTMENT SHOULD BE RESPONSIBLE FOR EDUCATIONAL ENGINEERING AND CORRECT EDUCATIONAL FUNCTIONING OF OTHER DEPARTMENTS AND PROFESSIONAL SCHOOLS. THESE FUNCTIONS INCLUDE GRADUATE AND UNDERGRADUATE INSTRUCTION, FORMAL AND INFORMAL ASPECTS OF EDUCATION, INQUIRY INTO EDUCATIONAL PLANNING, DEVELOPMENT OF CURRICULA, AND SERVICE TO OTHER PARTS OF THE UNIVERSITY. THIS PAPER WAS PRESENTED AT THE ANNUAL NATIONAL CONFERENCE OF PROFESSORS OF EDUCATIONAL ADMINISTRATION (21ST, UNIVERSITY OF ARIZONA, TUCSON, AUGUST 21-25, 1967). (JN)

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A CONCEPT OF A DEPARTMENT OF EDUCATIONAL ADMINISTRATION IN A PROFESSIONAL COLLEGE OF EDUCATION

By

John A. Ramseyer for NCPEA - 1967

This paper is based on the belief that the academic department, as it has developed in American higher education, is neither functionally nor philosophically appropriate for a professional college, whether it be in law, medicine, engineering, or education. Academic departments have grown up around traditional disciplines or compartments of knowledge. Their objectives were to add to and dispense existing knowledge in their fields. The ends to be achieved by the student (except from being an "educated" man) were of relatively little consequence. This is the liberal arts tradition.

But the professional college places great importance upon what man does with his education. In fact, some professional colleges place so much attention upon "using knowledge" that they forget that knowledge, too, is important. Thus, an over-emphasis upon methodology provides very little time for the student to concern himself with the knowledge which he is to use. However, the professional college came into existence as an instrument designed to prepare people for certain functions--the college of medicine to minister to the health of people, the college of education to prepare personnel to educate children, youth and adults.

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The criteria used to separate bodies of knowledge and to promote the development of them simply are different from the criteria that must be used to separate, or distinguish between, the various aspects of teaching or educating. A professional college of education must be about this latter business. This is a <u>function</u>--<u>a task to be done</u>--and physics, mathematics, biology or any other such compartment of knowledge, has no such responsibility.

In the society in which we now live, the professional college achieves its functions best when it is working in harmony with, and in relationship to large "knowledge chambers" in order to use this knowledge for its own ends. Thus, the professional college of which I am speaking exists in a "multi-versity." It regards the knowledge of the several "centers of learning" (colleges, and their subdivisions), whether they be arts, science, letters, humanities, or other professions, as important to its business. It respects the breakdown of all knowledge into convenient compartments for classification. However, colleges of education (or any other professional college) err when they assume that the distribution of their functions is or can be analogous to the classification or compartmentalization of knowledge which make up the disciplines of the liberal arts college.

The professional college of education of which I am speaking has four major functions, which are:

1. To prepare personnel for professional teaching and leadership positions in a variety of educational institutions (from pre-school through university and

in both formal and informal institutional settings).

2. To contribute to the understanding of education as a body of knowledge.

3. To contribute to the development of institutional organizations (and meetings, both formal and informal) and service systems to facilitate teaching and learning.

4. To provide leadership in effecting planned change in existing educational institutions in terms of need and accumulated knowledge about education.

Obviously, such a professional college must determine what portion of these tasks can be performed by related departments and colleges and what is uniquely the function of the college of education, and is done within the setting of such a college, because of the special attention, arrangements, and the competence of its staff for performing these functions.

In general, may it be said that a university which accepts the basic premises upon which this argument is based perceives the college of education as the agency of the university which is charged with the chief responsibility for leadership in designing and executing programs for the preparation of personnel who may become professionals in this field.

This is not to say that the modern college of education does (or can even be prepared) to carry on this complete function. Rather, it

1. Plans cooperatively with departments, schools and colleges of the entire university to make appropriate arrangements for the performance of those functions which these departments can do best (provide an appropriate knowledge base).

2. Distinguishes between the "knowledge base" provided in a congenial and cooperative university working environment and the provision of professional learning experiences which are distinctly the role of the staff of the college of education.

3. Provides an appropriate learning environment, both on and off-campus in which prospective educators may learn, through theory and its applications in practice the many aspects of professional knowledge which contribute directly to his role as a professional educator.

4. Provides an opportunity for the development of leadership (or specialization) as an educator by specialization in various aspects of the task of education by giving the student the opportunity to view and evaluate the educational process from several viewpoints--that of his professional colleagues, that of other professional and knowledge developing disciplines, and that of practitioners.

Program Units of the College of Education (Departments?)

Any program unit (by whatever name) of a professional college of education contributes to the major tasks of its college (in this case, four) in a manner consistent with the means and resources available to it. Its major objective is program development and execution in some phase of the college program which the college determines to be appropriate in realizing its functional goals. They may never become autonomous because the whole of education (which is the concern of the professional college of education) must be an integrated (or integrating) whole life experience. Even though persons (or groups of individuals) may make individual and distinctive contributions to the total task of the college the ultimate emphasis must be upon how the learners are putting the parts together and what kind of <u>whole being</u> emerges from combined experiences which the college has provided him.

Department of Administration

The legitimacy of a program unit (department) of administration in a professional college of education stems, then, from the contributions which it and other departments (working in concert) make to the total task.

If we look at how people learn, how knowledge is organized, how knowledge contributes to learning, how people have organized to bring knowledge-acquiring and learning together, the extent to which, and the manner by which, this process is institutionalized, what works

and what doesn't work in our society, and the social and governmental means at our disposal to facilitate learning, we can see that the concept of the school as a social system and of teaching, guiding, supervising, and administering as sub-systems all interrelated and touching upon common elements in the educational process, we have at least the skeletal portions of an appropriate rationale for program units of the professional college. Obviously, according to this argument administration is one of these sub-systems. Its contribution to the total task of the college depends, then, upon decisions as to the common elements of the several sub-systems and the unique contributions that can be made by <u>this</u> sub-system (administration).

While social systems--in this case the school, the college and the university--may not be completely analogous to living organisms, the analogy of the human body and its functions may serve to suggest how we may think about a department within a college. The nervous system, digestive system, circulatory, and other sub-systems are each necessary to the other for life. They contribute to each other and to the well-being of the system as a whole. I like to think of the staff in educational administration as a sort of engineering sub-system of the college of education, not only in a mechanical sense but for its architectural and inventive potential as well.

If we return to the four major functions of a professional college of education it is clear, then, that a "department" of educational administration, as are all other departments of the college, is

held accountable for contributions to all of these functions. The "appropriateness" of the department is a function both of needs and responsibilities as perceived by members of the department and of the larger over-all pattern of needs and responsibilities of the total college.

Model of "Department of Educational Administration"

Function #1. Instruction (at three levels and two kinds)

Undergraduate. For all workers in the educational system some attention must be given to the role of the sub-system of administration. Perhaps much of the unpleasantness of teacher-administrative differences results from the fact that few school employees have an adequate understanding of this role. No attempt will be made here to indicate how this shall be done. Various universities will need to work this out for themselves. Suffice it to say that administrators and other school workers should begin to think together before they are certificated or employed.

Graduate. It has been customary for administrator preparation programs to begin at the graduate level. Furthermore, most school administrators have gone through a period of "successful" teaching. Whether or not this is necessary has not been fully determined. I would predict, however, that for the immediate future this practice will continue, providing for the prospective administrator an opportunity to learn, at first hand, some knowledge of the teacher's role in the school system.

Again, I prefer not to prescribe a curriculum here. The study of the usual tasks of administration of school systems in vogue is probably necessary to alert administrators to the skills of the job. However, conceptualizing administration as a sub-system of one of society's major institutions is exceedingly important. Thus, where, how, and how rapidly society is moving has implications for the school. One of the most urgent problems facing school administrators is what kind of school system to build to cope with changing social needs.

What kinds of school systems, then, are important and what should they be doing? Do we need to conceive of all education to be highly institutionalized or are there informal systems operating to complete the educational pattern from early childhood to those who are aged beyond learning? How do we reach all people and provide for them equal opportunity and equal status <u>as persons</u> regardless of occupations or stations in life?

The relationships with systems external to the school and with other sub-systems within the school are topics of high priority.

Formal and Informal

The usual hierarchical subdivisions of the educational system serves as a model for one dimension of the program. Another is the breadth of experiences to be provided from vocational and general to technical and highly theoretical. Whichever way you conceive the program, there are both formal and informal aspects of education for which arrangements must be made. We need not go far afield from the

present circumstances to suggest a model. How much more involved this picture will become in the future is difficult to predict. Nevertheless,

Diagram 1

Levels	Formal to Informal
Adult	University-Community College-Inservice-Technical School-Social Agency-Clubs
Youth	High School-and Community activities (related or unrelated)
Children	Elementary Kindergarten Pre-School - and Community activities (related or unrelated)

educational administration must somehow assist the educational leaders of a community deal with the relatedness or lack of relatedness of these systems.

Function #2. Inquiry

While much of what has been said before may seem to be dealing with information or knowledge that already exists, it was not so intended. Very little has been done to intervene in the usual pattern for institutionalizing education (schooling and other educational arrangements) and further to test the consequences of this intervention. Very little has been done to adjust the relationship of the several sub-systems within a school. Most of the central offices of school systems--most principals' offices--do largely what they have been doing for years.

Most sub-administrators are prepared in the image of their superiors. In other words, if everyone receives the same preparation as a superintendent, it is supposed that he can carry on his task, no matter how it may differ from that of the superintendent.

Some break through is being evidenced in specialized preparation, I admit, but even so many specialists still want their certificate as superintendents and look forward to the day when they may become the chief school administrator. College and university administration, not having followed a patterned means of preparation, may offer some leads to the development of educational administration. I suggest that the entire gamut of educational administration and institutionalization be studied as a means of determining what each has to contribute to the other. This is more than the mere transfer of business techniques which has played such a large part in the development of the administration of schools.

The study is both internal and external to any system. Many disciplines may contribute to the manner in which the investigation should be carried forward. At least anthropology, psychology, sociology, political science, economics, business organization and systems engineering have contributions to make. Parenthetically, I am opposed to placing personnel from such disciplines on the staff in educational administration. Neither do I believe that a professor of educational administration can also master one or more of these disciplines. Thus, again, an argument for a multi-versity setting where persons from such disciplines find the educational organization suitable to their own study.

The inter-change or dialogue that can take place between such scholars and those in educational administration would, in my judgment, be a most challenging environment for graduate study in educational administration.

Function #3. Development

Whereas the curriculum for the preparation of educational administration was taken largely from past and existing practice, the compilation of what was or is at whatever depth, is not necessarily an indicator of what could be. Thus, some study of what practices and their consequences existed in the past, and what these are currently, may be useful especially if viewed in the settings in which they occurred or are occurring. Speculation with new operations may also be useful.

The latter requires the transfer from analogous situations, the invention of new organizations and arrangements, some role playing of these new and inventive ideas, and finally, some trying out of new ideas by intervention in actual administrative situations in those organizations and localities where they will be permitted.

To do this, the faculty members will need to be inventive. They must have relationships with schools (and other educational organizations) that will permit experiment. Criteria of effectiveness of new operations will need to be established, and changed operations will need to be tested in terms of them. To do this requires staff time that is often not considered in the academic community as legitimate.

The big question here is, "What new questions and ideas are being explored, not only in an imaginative sense, or simply in a

simulated fashion, but in real life situations?" The program-resources-budgeting sequence of operations in our own institution, although less than a year old, has begun to make profound changes in the accountability of individual members of our staff.

While we have watched the efforts of many agencies, including the schools, attack the evils of unequal civil rights we are all dissatisfied with the results. Yet a cooperative attack by all of these agencies, under the direction of a common governing board, seems to be unthinkable in many communities because of legal separations among these agencies which they, themselves, tend to perpetuate.

If the preparation of educational leaders, who certainly must play a significant role in educational administration, is to break out of its shackles some such effort, as I have termed development, in this somewhat unusual sense, must take place.

Function #4. Service

The schools of the state, and increasingly, the colleges both on and off-campus, see the need for cooperative working relationships with the staff in educational administration. The call for internships (persons in preparation for doctoral degrees) is far beyond our capacity to meet. Some of the interns work in learning and service relationships in the office of a principal, the central school office, and in college and university offices in anticipation of combining the academic learning in classrooms with the practical give-and-take relationships of an on-the-job experience.

Of course, the many in-service experiences--conferences, workshops, surveys, consultations, etc.--are in ever greater demand as administrative personnel attempt to keep up-to-date on data processing, negotiations, transporting pupils and the myriad of changes that accompany changing times. But a similar kind of interest at the college and university level is on the increase. Including educational administrators in meetings of hospital administrators, administrators of business and industry, of churches, of social agencies, of government, and the like, indicates a growing perception that there are many common elements in the administration of many different agencies. On our campus, a new college of administrative sciences has been formed with an invitation that the staff in educational administration participate in its program.

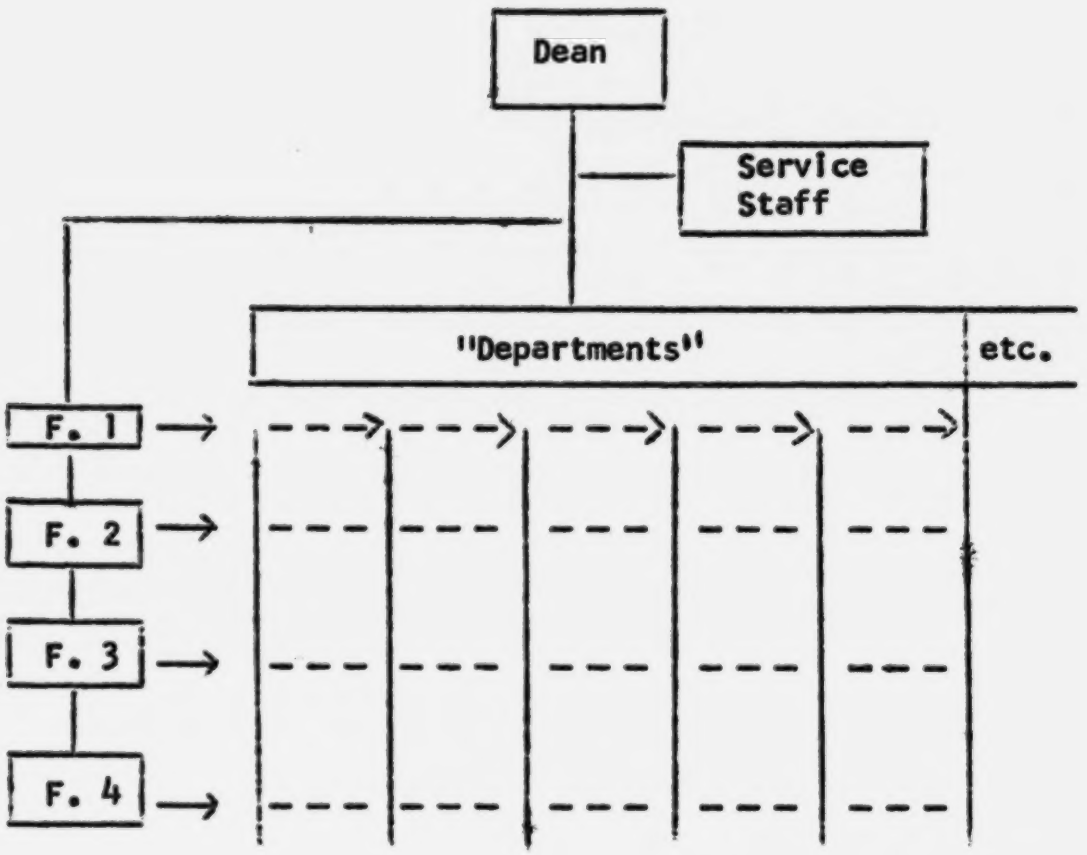
Often seen to be valuable through the quality of service rendered is the door through which opportunities for more intensive study is opened. It seems, then, that a comprehensive program in educational administration sees itself through the eyes of the agencies that it serves, not only as an end in itself, but also as the means of viewing better its contribution to the totality of the program of a professional college of education.

Structure

Departments often become ends in themselves. I would suggest that this be avoided at all costs. The politics, often apparent in college structures, for competition in securing funds can be greatly diminished if the department head is selected for his program interest

rather than his relative power in securing funds. Some of this can be portrayed in the diagram below.

Diagram 2



1. No attempt here to indicate the organization of the dean's office.

2. Departments (or program units)are relatively few in number, perhaps 7 to 10 with no fewer than seven ranking staff members.

3. All program units are responsible through department heads to the dean of the College.

4. All program units are accountable for contributing to all functions of the College in a manner deemed appropriate by

the staff of that unit and acceptable to a larger governing body of the College.

5. Executive Committee of the College would include the dean, heads of facilitating offices (F. 1, F. 2, F. 3, and F. 4) department heads, and certain other service officers of the dean's office.

6. Governing body of the College contains group in #5 (above) and certain elected personnel from the faculty as a whole.

7. Faculty at large may review decisions and/or change the structure of the College in conformity with university rules.

Since the paper is already too long, and since it is intended to stimulate discussion, I shall not summarize. I am more interested in the dialogue that follows.

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